

Entrepreneurial Education as a Tool for Reducing Unemployment in Nigeria: The Experience of Shell LiveWire Programme in the Niger Delta States

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Abstract

Entrepreneurial Education is a necessity in our higher institutions in order to develop expertise as entrepreneurs, identify business opportunities and exploit them as means of self-sustenance and reduction of unemployment in Nigeria. This study examined the impact of entrepreneurial education on career intentions among 150 graduates from different higher institutions in Rivers, Bayelsa and Delta states of Nigeria, under the SHELL LiveWIRE programme. Questionnaire was used to collect data, while simple percentages and chi-square was used for the data analysis. It was observed that entrepreneurial work ethics and habits had not gathered enough momentum. However, this study posits that entrepreneurial education should be introduced to students at early ages to enable the young ones understand the economics of life in the early stages of their life, prepare their minds for survival, and be able to contribute to socio-economic development of their immediate environment and beyond. The study noted some challenges and accordingly made some useful recommendations on the need for entrepreneurial education in Nigeria.

Keywords: Entrepreneurial, Education, Tool, Reducing, Unemployment, SHELL LiveWire, Niger Delta, Nigeria.

INTRODUCTION

Today more than ever before in human history, the wealth or poverty of nations depend on the quality of higher education. Those repertoire of skills and a greater capacity for learning can look forward to lifetime of unprecedented economic fulfilment. But in the coming decades the poorly educated face little better than the dreary prospects of lives of quite desperation (Gillis in Venkatasubramanian, 2004).

Entrepreneurial education seeks to provide people with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurial education is offered at all levels of schooling from primary or secondary schools through graduate university programs. It is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Entrepreneurial education is design to teach the steps involved in starting a new business based on a recognized business opportunity as well as operating and maintaining that business. This is incorporated into the school syllabus and using this syllabus students will have: progressively

more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses.

Entrepreneurship is a key driver of economy. People who are exposed to entrepreneurship regularly expressed that they have more opportunity to exercise creative self-determinations higher self-confidence and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists and educators believe that developing a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national and global scale (Akpan, Effiong & Ele, 2012). It is with this in mind that the National Standards for Entrepreneurship Education were developed: to prepare youth and adults to succeed in an entrepreneurial economy.

The Shell LiveWIRE programme was initiated in 1982 in the United Kingdom and has been replicated in 24 countries where Shell operates over the last three decades. The programme was launched on 27th March 2003 in Nigeria to provide access to training, business development services and start-up capital to establish and expand youth-owned businesses. To date, the programme has trained 5,575 Niger Delta youths in enterprise development and management. Out of this number, 2,792 young people were further assisted to set up their own businesses through start-up awards. These young entrepreneurs have created employment opportunities for others and thereby contributing to the wider reduction of youth unemployment and poverty in the region. The training has been put in place to support the delivery of the programme modules by partner trainers in 2014 and beyond. This is in line with our strategy to expand the programme nationally as well as introduce new content that has been developed for the programme.

Shell LiveWIRE is a social investment programme that aims to help young Nigerians explore the option of starting their own business as a real and viable career option. It provides support, access to training, guidance, and business mentorship to young entrepreneurs and potential entrepreneurs between the ages of 18 and 35. The programme operates mainly in the Niger Delta region and aims to inspire, encourage and support young people aged 18 and 35 to start up their own businesses through the provision of finance and training for young entrepreneurs. Shell LiveWIRE Nigeria Programme is a youth enterprise development programme supported by The Shell Petroleum Development Company of Nigeria Limited (SPDC).

The National policy on education (FRN, 2014), states that the philosophy and values of education in Nigeria include the followings:

- Integration of individual into a sound and effective citizen;
- respect for the worth of the individual, faith in man's ability to make rational decisions, moral and spiritual values in interpersonal and human relations;
- Social, cultural, economic, scientific and technological progress, etc.

The policy also implies that any programme that will qualify as "education" in Nigeria should not just offer "certificate" alone but must be work-oriented. This will go along way in solving unemployment and empower the graduates to become relevant producers of goods and services as well as become sensible consumers. Entrepreneurship and skills training incorporates the total learning experiences offered in our educational institutions which can impact knowledge, ideas and abilities to matured judgment and be in a position to create goods and services in the area of study. It is against this background that this research set out to investigate the extent to which

entrepreneurial education can be used to reducing unemployment in the Niger Delta States of Nigeria.

Statement of the Problems

It has been observed by education stakeholders that Nigeria educational system (primary, secondary, tertiary) are not equipping the beneficiaries with the needed skills to face the challenges of 21st century. From historical perspectives, Nigeria educational system before and after dependence in 1960 laid emphasis on academic subjects than development of skills. Hence there is the tendency to produce an educated class of pen pushers. Adamu (2005, p. 45) noted that the system failed to lay the foundation of economic freedom, manual skills and expertise necessary for successful industrial and agricultural development. Unemployment prevails in the country, hence, the growth of violence, poverty and segregation amongst citizens increases because the educational system itself fails to empower the ones passing through it. Providing entrepreneurship education is seen as a solution to two of the major causes of unemployment in Nigeria, which are: Lack of skills and poor quality of education will go a long way in reducing unemployment in Nigeria.

Entrepreneurship skills acquired through entrepreneurial education has been recognized as an important aspect of organization and economies (Dickson et al., 2008). It contributes in an immeasurable ways toward creating new job, wealth creation, poverty reduction, and income generation for both government and individuals. Ololube et al. (2014) argued that entrepreneurial education is very significant to the growth and development of economies. It becomes a necessity to carefully pay attention to the need to invest and promote entrepreneur ship. Meanwhile, education is seen as one of the preconditions for entrepreneurship development particularly in a place where the spirit and culture is very minimal. Entrepreneurship should be the core message of the evolving educational policy of Nigeria by emphasizing on the need to groom the students through the knowledge of fundamental entrepreneurial development and common cultural heritage. The move toward poverty reduction should not be considered and treated in segregation rather different tactics need to be employed. Adejimola and Olufunmilayo (2009) reported that about 80% of the graduates find it difficult to get employment every year.

At the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions. However, entrepreneurial education can bridge the gap by equipping the undergraduate in becoming a successful entrepreneur thereby reducing unemployment (Bukar & Timothy, 2013).

This study will however find out how the entrepreneurial education provided in the higher institution syllabus has prepared the students for future employment challenges, also see effect of entrepreneurial education on graduates (Young entrepreneurs).

Objectives of the Study

The overall objective of this study is to examine entrepreneurial education as a tool for reducing unemployment in Nigeria while the specific objectives are as follows:

- To find out if entrepreneurial education has been introduced in all higher institutions in Nigeria and the extent of implementation.

- To find out if entrepreneurial education arouses interest of graduates (young entrepreneurs) in the industries of their discipline and
- To ascertain if there is compulsory entrepreneurial education for students in Nigerian higher institutions.

Research Questions

The research questions were to confirm if:

- Entrepreneurial education arouses mature curiosity in the students in the industries of their discipline and stimulates skills in future graduates?
- The university classrooms stimulate creativity necessary for Entrepreneurship in the students.
- There is compulsory entrepreneurial education for all students in Nigerian higher institutions?
- Entrepreneurial education has been a useful tool for reducing unemployment in (the Niger Delta States) Nigeria?

Hypotheses

The following hypothesis will guide the study

- **H₀:** There is no significant relationship between entrepreneurial education and unemployment reduction in Nigeria.
- **H₁:** There is no significant relationship between entrepreneurial education and job creation in Nigeria.

Significance of the Study

This study is significant because it will help the stakeholders in education to plan more for Entrepreneurial education. To make it compulsory to all students at higher levels, to help activate interests of students in entrepreneurial education; also to help Parents to cultivate entrepreneurial mind-set in their children because Parents play a huge influence in determining a child's work ethic and habits. Moreover it will help students to work on their character and drop bad habit since individual characteristics, such as gender, age, and status in the workplace are important determinants of entrepreneurship, and as such an entrepreneur must be a self-discipline person. Again, this study will help the community to understand the importance of entrepreneurial education and not to look down on young entrepreneurs but rather to support and encourage the growth of Small and Medium Enterprises.

Furthermore, Okon and Firday (2015) avers that entrepreneurial education to students in higher Institution is the panacea to hasten the process of reducing poverty and reducing unemployment among youth.

Scope of the Study

This study examined the role of entrepreneurial education in the unemployment reduction in Nigeria using the three Niger Delta states. It considered one hundred and fifty young entrepreneur graduates from different universities selected randomly from SHELL LiveWire entrepreneurial training programme in Rivers, Bayelsa and Delta States respectively as case study in comparing graduates that studied entrepreneurial education with the graduates that did not in a bid to reduce unemployment among graduates.

LITERATURE REVIEW

Concept of Entrepreneurial Education

Entrepreneurial Education means many things to many people. According to Ebele (2008), entrepreneurial education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of Swarland (2008), entrepreneurial education aims to stimulate creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities whether in a social, cultural or economic context. Amusan (2004) agrees that entrepreneurship education will provide opportunities for students to access their attitude, aptitude and skills relating to those necessary for developing and running business.

Okereke and Okorofor (2011) assert that entrepreneurship education has been acknowledged world wide as a potent and viable tool for self-empowerment, job and wealth creation. To Atakpa (2011) entrepreneurship education is an aspect of education which equips an individual and create in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. Also to Fashua (2006) entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. Hence, the overall purpose of entrepreneurship education is to develop expertise as an entrepreneur.

Nwabuama (2004) view entrepreneurship education as the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time survival of an organization after the acquisition of occupational skills. Olawolu and Kaegon (2012) confirm that entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurial thinkers by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Ememe (2010) observes that entrepreneurship education enables youths to seek for success in ventures through one's effort.

Nigeria Educational Policy

The history of Nigeria education system could be traced back to the colonial period. The educational policy then was geared towards serving the interest of the colonial masters in terms of supply of manpower for the effective administration of the colony of Nigeria and protectorates (Aladekomo, 2004). The policy was aimed at producing Nigerians who can read and write to

hold certain positions such as clerks, interpreters, inspectors, etc. without any entrepreneurial or professional skill, to stand on their own or even establish and manage their own venture.

The Nigeria industrial policy that came immediately after independence placed emphasis and concentrated attention on the establishment of big companies, as such completely neglected the development of the small scale sectors (Aladekomo, 2004). This neglect invariably means killing entrepreneurship which is considered to be a very essential ingredient for economic growth and development at the micro level in Nigeria at the very beginning. The over pressing demand for white collar jobs for majority of graduates is just an upshot of colonial educational policies.

However, later in the mid-70s, the government because of perceived importance of small scale industries to the economy decided to focus attention on small and medium scale business. Thirteen industrial centres and some institutions were set up to support the activities of entrepreneurs (the small and medium industries in the country). Institutions set up were; Nigeria Industrial Bank (NIB), Nigeria Bank for Commerce and Industries (NBCI), Nigeria Agricultural and Cooperative Bank (NACB) etc. (Central Bank of Nigeria, 2005, 2011). In the 1981 National policy on education, attempt was made by the government to link the policy with the issue of self-employment and the industrial policy. But then, the main focus was only on primary and secondary schools. The Higher education policy was deficient in the sense that it failed to take the issue of self-employment at tertiary level serious (Ololube & Uzorka, 2008; Ololube, Uriah & Dudafa, 2014).

The Higher education policy was mainly concerned with the development of both higher and middle manpower. Thus higher education policy as stipulated is expectedly to cater for production of scientists and technologists and absolutely none was directed for self-employment but for the vacant positions in government or public offices (Aladekomo, 2004).

Unemployment in Nigeria

According to the Central Bank of Nigeria as reported by Akintoye (2003), the national unemployment rate, rose from 4.3 percent in 1970 to 6.4 percent in 1980. The high rate of unemployment observed in 1980 was attributed largely to depression in the Nigerian economy during the late 1970s. Specifically, the economic downturn that led to the implementation of stabilization measures which included restriction on exports, which caused import dependency of most Nigerian manufacturing enterprises, which in turn resulted in operation of many companies below their installed capacity. This unhealthy development led to the close down of many industries while the survived few were forced to retrench a large proportion of their workforce. Furthermore, the Nigerian Government also placed embargo on employment.

This among many other crises resulted in the introduction of the Structural Adjustment Programme (SAP) in 1986 and the current economic reforms. The analysis by educational status also suggests people who have been majorly affected by unemployment are those without basic education. For instance, persons with and without primary school education accounted for 76.8/80.6percent of the unemployment in 1974 and 1978 respectively. In recent times however, the situation has been compounded by the increasing unemployment of professionals such as accountants, engineers, among others (Aigbokhan, 2000).

Unemployment Rate in Nigeria increased to 8.20 percent in the second quarter of 2015 from 7.50 percent in the first quarter of 2015. Unemployment Rate in Nigeria averaged 11.59 percent from 2006 until 2015, reaching an all-time high of 23.90 percent in the fourth quarter of

2011 and a record low of 5.30 percent in the fourth quarter of 2006. Unemployment Rate in Nigeria is reported by the National Bureau of Statistics, Nigeria, (Nigeria Unemployment Rate 2006-2015 | Data| Chart| Calendar | forecast) (NBS 2015).

Causes of Youth Unemployment

Youth's unemployment in Nigeria is a consequence of several factors. One major factor is that of population growth. Nigeria has continued to experience high rate of population growth. This increasing population growth has produced an overwhelming increase in the youth population thereby resulting in an increase in the size of the working age population (Okon & Akam, 2015).

Lack of employable skills due to inappropriate school curricula is another factor contributing to the rising youth unemployment. Analysts have argued that in Nigeria generally, the skills that job seekers possess do not match the needs and demands of employers (Mcgrath, 1999; Kent & Mushi, 1995). According to them, the education system in Nigeria has its liberal bias which indeed over supplies the labour market with graduates who do not possess the skills required by employers. Many graduates in Nigeria lack entrepreneurial skills to facilitate self-employment (Oladele, Akeke & Oladunjoye, 2011).

Among other factors responsible for youth unemployment are poor governance, ineffective targeting of the poor resources being thinly spread among competing projects, overlapping of functions, poor coordination and lack of sustainable measures (Musari, 2009).

Entrepreneurial Education in Nigeria

After reviewing different researches, Distant Library confirms that Entrepreneurship education has been widely spread over the last years at a considerable pace. Courses are being implemented in universities, secondary schools and even the primary schools. At the tertiary level, programmes are being developed. Individuals recently are holding masters' degree in entrepreneurship outside the educational system. There are courses and programmes established for specific people mostly, for the unemployed and for minorities.

Entrepreneurship education is a form of education which makes humans to be responsive to their personal, families and national needs and aspirations. Entrepreneurship competencies carry with it, the concept of skills and mental awareness which are needed to understand the functioning of an already existing business (Okon & Akam 2015). The National Educational Research and Development Council (NERDC), in the latest edition of the National Policy on Education (FRN, 2014), identified what it calls "Trade/ Entrepreneurship subjects", and listed thirty-four (34) of them under Section 38.2.5 of the policy. They include:

- Auto body repair and spray painting.
- Auto electrical work
- Auto mechanical work.
- Auto parts merchandising.
- Air conditioning and refrigeration,
- Electrical installation and maintenance work
- Radio, TV and electronic servicing
- Welding and fabrication engineering craft practice

- Block laying, brick laying and concrete work.
- Painting and decorating
- Plumbing and pipe lifting
- Machine wood working
- Carpentry and joinery
- Furniture making
- Upholstery.
- Catering craft practice.
- Garment making
- Clothing and textile.
- Dyeing and bleaching.
- Printing craft practice
- Cosmetology
- Photography
- Mining.
- Tourism.
- Leather Goods Manufacturing and Repair
- Stenography
- Data processing
- Store Keeping
- Book Keeping,
- GSM Maintenance and Repairs.
- Animal Husbandry
- Fishery
- Marketing
- Statesmanship (FGN, 2013).

Aims and Benefits of Entrepreneurial Education in Nigeria

The Nigeria government, at the national and state levels has articulated the National Economic Empowerment and Development Strategy (NEEDS) and State Economic Empowerment and Development Strategy (SEEDS) packages as part of a long term programmes to address gross unemployment and under employment, especially at post-graduation level. This programme at maturity, is expected to power Nigeria economic growth through the development of Small and Medium Scale Enterprises (SMEs) (Idgho & Eshiotse, 2011). According to Paul (2005) entrepreneurship education is aimed to achieve the following among others:

- To offer functional education for the youth that will enable them to be self-employed and self-reliant.
- Provide the graduate youth with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- To serve as a catalyst for economic growth and development.
- To reduce high rate of poverty
- To create employment opportunities

- Reduction in rural-urban migration
- Provide the graduate youths with enough training and support that will enable them to establish a career in small and medium sized business.
- Create smooth transition from traditional to a modern industrial economy.

These limitations are unfortunate, because the benefits of entrepreneurial education for individuals, communities and the entire country are profound. The benefits include the following:

- Entrepreneurship education inspires and motivates students to achieve while in school and use their knowledge in a real world setting.
- Entrepreneurship education improves school performance and can help achieve No Child Left Behind (NCLB) goals and the Adequate Yearly Progress (AYP) measures.
- Entrepreneurship education builds a pipeline that creates productive and thoughtful citizens who contribute to local, states and national competitiveness.

Trends and Practices in Entrepreneurial Education in Nigeria

Education For All (EFA) reported by Babalola (2011) showed that sufficient attention is not given to skill training for youth and adults. This form the basis of the then President Obasanjo to mandate all university students in Nigeria, regardless of which major, to be exposed to entrepreneurship development study. However, as Babalola (2011) reported, efforts at integrating entrepreneurship into the curriculum of Nigeria public university seem to be inadequate. As at 2010, the most coordinated entrepreneurship education in Nigerian public universities is reported to be at the University of Ibadan which commenced in the 2003/2004 academic session. The programme is reported to be integrated into the curriculum and only concentrated on few students who are interested in developing their entrepreneurial skills.

At the University of Nigeria, Nsukka, in 2010 the Centre for Entrepreneurship and Development Research (CEDR) was set up to promote entrepreneurial culture and mind-set, skill acquisition, self-employment, economic independence and self-actualization. The university of Ilorin was reported to have agreed since 2005 to create a directorate to handle entrepreneurship training however it was only in 2008/2009 the University established the directorate of Technical and Entrepreneurship Centre (TEC).

University of Benin also established an entrepreneurship development centre to; develop and offer courses, seminars, workshops and conferences to advance and propagate entrepreneurship, thus:

- Offer a 2 credit course to penultimate student;
- Provide clinics in entrepreneurship to students, staff and members of the public;
- Serve as a national centre for the training and development of experts in entrepreneurship;
- Promote research and experimentation in entrepreneurship; and
- Commercialize innovation and inventions.

Considering the importance of entrepreneurship education in the life of Nigeria citizens in general and university graduates in particular, the National Universities Commission (NUC)

made it a national policy to encourage Nigerian Universities to provide entrepreneurial education for undergraduates to address the challenges of unemployment. This made NUC design an entrepreneurship course titled Graduate Self Employment (GSE, 301) with the theory and practice components to be taught in Nigerian Universities.

In Delta State University, it is the policy of the University that those reading Business Management or Accounting courses must register, study and pass courses in entrepreneurship. While it forms part of the general courses required to be passed before graduating.

In other state Universities in Nigeria, it is only offered as general courses. However, the case of Covenant University, Sango Ota is an outstanding example of where a serious effort has been made to integrate entrepreneurship development study into the curriculum since inception of the University in 2001. All the students from 100 to 400 levels are made to register for, study and pass Entrepreneurship Development Study (EDS). It is therefore observable that; there is a missing link in the National Universities Commission (NUC) policy on entrepreneurship education with the absence of a standard curriculum and course outline/content to guide and develop entrepreneurship in the Universities, since entrepreneurship education in Nigeria schools, colleges, polytechnics and universities is not given serious attention it deserves. Therefore there should be a systematic coordinated, planning and implementation carried out at producing well course structured, teaching contents, methods and materials.

In a study carried out by Okon and Firday (2015) in three universities in South-Western Nigeria on entrepreneurship education, the findings of the study revealed that 92.2% of the students were aware of the programme in their universities and ready to set up their own businesses. They however complained of fund to establish their businesses. 85% of the respondents complained about the inability of Federal Government to adequately fund tertiary institutions to accommodate entrepreneurship education in their programmes. There was also the complaint of lack of qualified instructors and poor preparations of youths in terms of practical training. All these identified inhibitions need to be addressed if Nigeria is to achieve the Millennium Development Goals by 2015. With entrepreneurial education, the nation's graduates will become employers of labour not job seekers. Their skills will enhance business expansion and reduce the level of poverty.

Entrepreneurship in Higher Education is Critical to Development

It is impossible to consider economic development or reduction of unemployment in Nigeria, without first considering the indices that create its existence primarily, the curriculum of system of teaching and execution of practical learning, which gives an introductory idea of the fact that the Nigerian graduate may be prepared to serve, but not to create. Many courses in Nigerian universities have nothing to do with business management, development or business start-up. Courses taken in sciences and Arts predominate on the technicalities of the courses and not the direct application for profitability outside the walls of the institution, (European Commission, 2008).

Competitiveness, innovation and economic growth depend on being able to produce future leaders with the skills, attitudes and behaviour to be entrepreneurial and to act at the same time in a socially responsible way. Entrepreneurship is not only about creating business plans and starting new ventures. It is also about creativity, innovation and growth, a way of thinking and acting relevant to all parts of the economy and society as well as the whole surrounding ecosystem, (European Commission, 2008).

This interdependence comprise both institutional rules and environmental conditions that define the range of socially and economically viable entrepreneurial opportunities and the way in which entrepreneurs and other stakeholders shape these surrounding institutions and environmental conditions. It is important to start as early as possible at all levels of formal education. It should be integrated into the education system at primary and secondary schools levels as well as higher and further education. For effective entrepreneurship education, the curricula over the years must be consistent and coordinated, and entrepreneurship education should continue at higher education levels (European Commission, 2008).

According to Distant Library based on European Commission 2008 report Entrepreneurship programmes and modulus can have various objectives, such as:

- Developing entrepreneurial drive among students (raising awareness and motivation).
- Developing the entrepreneurial ability to identify and exploit opportunities. Training students in the skills they need to set up a business and manage its growth. Without the influence of education in introducing entrepreneurship to the average Nigerian student, it will be difficult for unemployment to be reduced in the country, as it is important to encourage students to think and act entrepreneurially as well as ethically and socially responsible, (European Commission, 2008).

World View on the Issue of Entrepreneurship and Higher Education

According to Distant Library (2016), Research on successful and unsuccessful new and young growing enterprises can aid understanding of growth processes and barriers to growth. Hence, all over the world, increasing attention is being paid to the potential of university education to facilitate high growth enterprises. In Europe, most founders of technology based enterprises have a university degree. The strength of entrepreneurship education however, is to influence people's attitudes towards entrepreneurship and the prospects and feasibility of becoming a growth entrepreneur.

Research carried out in Germany has shown that enterprises started by individuals with university degrees tend to grow faster than enterprises founded by non-academics. The perception of graduates as to whether founding one's own business is desirable personally and socially also impacts entrepreneurial activity (Krueger, 2000).

Generally, it is necessary to sensitize students to entrepreneurial thinking and taking action in the right direction. One focus can be to sensitize students that creating a new venture can be an alternative to employment. It is important to raise awareness and generate motivation for the discipline of entrepreneurship. Strategically, two target groups may be addressed; first, entrepreneurship education in "a wider sense" and entrepreneurship education in "a narrower sense" (Koch, 2003). With this in view, it is essential to train students in the skills they will need to develop the entrepreneurial ability of creating business ideas, identifying and recognizing opportunities, setting up a business and managing its growth. Students must be prepared for a life world of much greater uncertainty and complexity involving frequent occupational, job and contract status change, working in a world of fluid organizational structures, greater probability of self-employment and wider responsibilities in family and social life (Gibb & Hannon, 2006).

Challenges of Entrepreneurship Education in Nigeria

Entrepreneurial Education is confronted with a lot of challenges which brought a setback in the attainment of its objectives. These challenges have not enable Nigerian to enjoy the benefits of this programme as expected. This limits the achievement of the Millennium Development Goals (MDGs) in Nigeria (Okon & Akem, 2015).

Some of the challenges have been pointed out by eminent scholars such as Gana (2000), Aiyeduso (2004), and Osuala (2010). They include:

- Poor funding by government and Non-governmental organizations.
- Poor or ineffective planning, supervision, information and evaluation of the programme across the board.
- Inadequate teaching materials, equipment and infrastructural facilities;
- The challenges posed on globalization, Information Communication Technology (ICT) have effect on curriculum, methodology, facilities, staff and equipment.
- Inadequate qualified teachers and instructors as well as supporting staff at all levels.
- Inadequate motivation for available teaching and non-teaching staff which affects staff efficiency, retention, creativity and initiative.
- Emphasis on theoretical Knowledge rather than practical knowledge due to lack of entrepreneurship education centre;
- High level of corruption and very poor maintenance culture in the system; and
- Poor enabling business environment, access to credit/loan, infraction, political instability and insecurity of lives and properties which hamper economic and business activities.

METHODOLOGY

Research design

According to Kerlinger (1986), research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. Thus, the research design that was adopted in this study was the Descriptive design. The adoption of this design was informed because the study involved the collection of data to accurately and objectively describe existing phenomena and determining the nature of a situation as it exists at the time of investigation and population under investigation.

Furthermore, the decision to use the descriptive design was supported by Kerlinger (1986) who stated that descriptive research is probably best adopted to obtain personal facts, beliefs and attitudes. He remarked that the descriptive design has the advantage of covering a wider scope and at the same time economical. The design therefore was considered appropriate for the study.

Population of the study and method of population determination

The study was conducted in Rivers State, Bayelsa State and Delta State, which are located in the Nigeria's Niger Delta using graduates from different institutions selected randomly from the original fourteen thousand graduates that applied for the Shell LiveWire entrepreneurial training programme in the above mentioned states.

The population of this study comprises the one hundred and fifty (150) graduates from different higher institutions across the country that were selected from the fourteen thousand, four hundred and four (14,404) graduates that applied for the 2015 Shell LiveWIRE entrepreneurial program. They were chosen based on their decision to be an entrepreneur, and meeting up with the Shell criteria, and their perspective was therefore used for analysis in this research.

Sample and sampling size procedure

One hundred and fifty (150) graduates from different tertiary institutions across the country were randomly selected based on Shell LiveWIRE criteria for young entrepreneurs, which are as follows:

- State of origin: Rivers, Bayelsa and Delta states;
- Age (18-35)
- Academic Qualification (minimum of B.Sc./HND)
- Business Plan for business
- City of Business (business location must be in any of the three mentioned states);
- Relevance of business plan to five value chain sectors which include:
 - Agriculture
 - Oil and Gas
 - Retail and Wholesale
 - Manufacturing
 - ICT and Telecommunication
- Beneficiaries based on SPDC operational areas
- Face to face screening of 100 applicants selected per state making a total of 300

Sampling techniques are procedures adopted to systematically select the chosen sample in a specified way under control. This research work adopted the random sampling technique in selecting the respondents from the total population of which 50 from Bayelsa State, 50 from Delta State and 50 from Rivers state making a total of 150.

Method of Data Collection

Data collection involves a search for relevant information that will proffer solution to specific problems. Every research effort centres on the search for such information which could be obtained either from primary or secondary sources. But for the purpose of this research, data for this study was gathered through primary sources (questionnaire). The questionnaire is the major instrument of data collection in this study.

Instrument of Development

The major instrument used for the research was a structured questionnaire. The development of the instrument was possible as a result of the assistance of experts in measurement and evaluation. The schedule for the questionnaire started with an introduction stating the purpose of

the data collection to the respondents. This introduction was necessary to facilitate an encouragement on the part of the respondents to participate effectively in the exercise. Also, anonymity was guaranteed for the participants and validity and the reliability of the study. The questionnaire was divided into two (2) parts. Part 'A' comprises of respondents personal data. Part 'B' contains many research assertions which helped elicit data on the use of entrepreneurial education as a tool for reducing unemployment in Nigeria.

Validation of Instrument

Instrument is said to be valid when it measures what it is intended to be measured (Deng and Ali, 1997). To ensure the face and content validity of the items on the instrument measuring the different variables in the study, the questionnaire was submitted to one expert in research and statistics and one expert in test and measurement, to ascertain whether the items measured what they purported to measure. These experts certified the instrument as being valid to measure what it set out to measure at least in content and face validity. During this process their comments and corrections led to changes being effected on the items in the questionnaire in terms of appropriateness and precision of words, sentences and expressions. Flaws and errors in terms of phraseology, tautology, grammar and organization of instrument were identified and the necessary corrections were effected.

Instrument Reliability Test

The reliability of a test indicates how consistent it gives the same or nearly the same result when it is administered a second time. Thus, to access the reliability of the research instrument a test-retest approach was employed. Twenty out of thirty graduates selected by Shell LiveWire Program for screening were given the same questionnaire twice at a space of two (2) weeks interval. The second result obtained coincided with the former. Thus, the measure shows consistency over time.

Method of Data Analysis and Statistical Tool

The data collected from the field were presented in a tabular form and analysed through the use of a mean and standard deviation. A mean of 3.5 and above is considered to be 'Agreed' based on the responses or opinion on Entrepreneurial Education as a tool for reducing unemployment in Nigeria (Rivers, Bayelsa and Delta States). However, the statistical tool employed to test the earlier stated hypotheses is chi-square, non-parametric test; chi-square (χ^2) test is an important statistical tool used for the hypothesis with a view to making inferences. Basically, it is used when one wishes to compare and observed distribution with an expected distribution. It is often referred to as "a goodness of fit test⁷". The choice of the use of chi-square becomes necessary if our target population is at variance such that a reliable sampling frame will conveniently contain all the elements needed from the population.

The formula for the correlation of χ^2 is given as

$$\chi^2 = \frac{\sum(o-e)^2}{e}$$

Where:

- O = Observed frequency
- e = Expected frequency
- X^2 = is the chi-square value.

Under the use of chi-square in this study at 95% level of significance is assumed to determine the critical value of decision making. To find the critical chi-square (x^2) distribution table, we began by finding the degree of freedom. This is found by multiplying the number of rows in the table less one by the number of columns less one.

That is, degree of freedom (df) = (rows-1) (columns-1), then using the degrees of freedom derived against the 95% level of confidence in the x^2 distribution table, the critical values is obtained.

The rule when the chi-square (x^2) is employed to a given hypothesis to accept the null hypothesis (H_0) if the calculated chi-square (x^2) value is less than the chi-square (x^2) critical value and then reject the alternative (H_a) hypotheses, if the calculated chi-square (x^2) value. We reject null hypothesis (H_0) if the calculated chi-square (x^2) value is greater than the chi-square (x^2) critical value and then accept the alternative (H_a) hypotheses, if the calculated chi-square (x^2) value is 11.4

ANALYSIS AND RESULTS

Analysis of the demographics of the respondents

Table 1: Distribution by gender

Respondents	Frequency	Percentage (%)
Male	112	74.6
Female	38	25.4
Total	150	100

Table 1 show that the proportion of the respondents that are male is 74.6% and that of female, is 25.4%. The reason for this is that most people concerned were graduate entrepreneurs and only few female responded.

Table 2: Respondents data based on Religion

Respondents	Frequency	Percentage (%)
Christianity	148	98.6
Islamic	2	1.4
Traditional	0	0.0
Total	150	100

The table 2 shows the responses on religion. It is observed that 148 respondents are Christians with 98.6% representing the majority while 2 respondents representing 1.4% are Muslims and 0% of the total sample represents traditional washippers.

Analysis of the research questions

Table 3: Showing the analysis of the responses to the research

S/N	Questions	Yes	No	Don't Know
	<ul style="list-style-type: none"> To confirm if Entrepreneurial education has been a useful tool for reducing unemployment in (some Niger Delta States) Nigeria? 83.3% 			
i	Entrepreneurial education can serve as a tool for the reduction of unemployment in Nigeria	109	38	3
ii	I have taken courses on entrepreneurial education in development	98	46	6
iii	Employment can be reduced through entrepreneurial education	146	1	3
iv	Entrepreneurial education will promote the economic development of Nigeria	146	1	3
	<ul style="list-style-type: none"> To confirm if Entrepreneurial education arouses mature curiosity in the students in the industries of their discipline and stimulates skills in future graduates? 77.3% 			
v.	Students equipped with entrepreneurial skills will be successful entrepreneurs	137	8	5
vi.	Entrepreneurship education has helped many persons become successful owner of business	122	18	10
vii.	Entrepreneurship education in institutions has stimulated entrepreneurship skills in the undergraduates	76	67	7
viii.	Entrepreneurship education has improved the students creativity	116	29	5
ix.	The compulsory entrepreneurial education for all students in Nigerian higher institutions will prepare students for future employment challenges	133	14	3
x.	Entrepreneurial education will improve commitment at workplace	115	29	6
	<ul style="list-style-type: none"> To confirm if there is compulsory entrepreneurial education for all students in higher institutions with up to date syllabus? 53.5% 			
xi.	There is a compulsory entrepreneurial education for all students In Nigerian higher institutions	80	67	3
xii.	The syllabus of entrepreneurial education is up to date	27	115	8
	<ul style="list-style-type: none"> To confirm if the university classroom stimulates creativity necessary for entrepreneurial nosiness in the students? 44.7% 			
xiii.	Quality education has significant relationship with being a successful entrepreneur	97	49	4
xiv.	Entrepreneurial education will improve organizational productivity through accountability	37	103	10

Table 4: Responses on the use of entrepreneurial education as a tool for reduction of unemployment in Nigeria with Question 1

S/N	Questions	Yes	No	'Don't Know
	<ul style="list-style-type: none"> To confirm if entrepreneurial education has been a useful tool for reducing unemployment in (some Niger Delta States) Nigeria? 83.3% 			
i.	Entrepreneurial education can serve as a tool for reduction of unemployment in Nigeria	109	38	3
ii.	I have taken courses on entrepreneurial education in development	98	46	6
iii.	Unemployment can be reduced through entrepreneurial education	146	1	3
iv.	Entrepreneurial education will promote the economic development of Nigeria	146	1	3

Table 5: The mean of the responses on the use of entrepreneurial education as a tool for reduction of unemployment in Nigeria with question 1

Respondents	Frequency	Percentage (%)
A	125	83.3%
UD	4	2.7%
D	21	14%
Total	150	100

Table 5 shows the responses to the question on the use of entrepreneurial education as a tool for reduction of unemployment in Nigeria. It reveals that 83.3% of the respondents agreed that entrepreneurial education can serve to reduce unemployment in Nigeria while 2.7% were undecided and 14% of the total sample size disagreed.

The main question (1) was supported by other variable questions (2, 3, and 4) as shown in Table 4, the Mean of the responses were calculated to get the conclusion in percentage as shown in Table 5.

Table 6: Responses to question 2; to confirm if Entrepreneurial education arouses mature curiosity in the students in the industries of their discipline and stimulates skills in future graduates?

S/N	Questions	Yes	No	'Don't Know
	1. To confirm if entrepreneurial education arouses mature curiosity in the students in the industries and stimulates skills in future graduates? 77.3%			
v.	Students equipped with entrepreneurial skills will be successful entrepreneurs	137	8	5
vi.	Entrepreneurship education has helped many persons become successful owners of business	122	18	10
vii.	Entrepreneurship education in institutions has stimulated entrepreneurship skills in the undergraduates	76	67	7
viii.	Entrepreneurship education has improved the students creativity	116	29	5
ix.	The compulsory entrepreneurial education for all students in Nigerian higher institutions will prepare students for future employment challenges	133	14	3
x.	Entrepreneurial education will improve commitment at workplace	115	29	6

Table 7: The Mean of the responses to question 2; to confirm if Entrepreneurial education arouses mature curiosity in the students in the industries of their discipline and stimulates skills in future graduates?

Responses	No of Respondents	Percentage (%)
A	116	77.3%
UD	7	4.7%
D	27	18%
Total	150	100

The above table 7 shows the responses to the question to confirm if Entrepreneurial education arouses mature curiosity in the students in the industries of their discipline and stimulates skills in future graduates?. It revealed that 77.3% of the respondents agreed that entrepreneurial education arouses mature curiosity in the students in the industries of their discipline and 18% of the total sample size disagreed. While 4.7% were undecided.

Table 8: Responses to questions; to confirm if there is compulsory entrepreneurial education for all students in Nigerian higher institutions with up to date syllabus? 35.3%

S/N	Questions	Yes	No	'Don't Know
	• To confirm if there is compulsory entrepreneurial education for all students in Nigerian higher institutions with up to date syllabus? 35.3%			
Xi	There is a compulsory entrepreneurial education for all students in Nigerian higher institutions	80	67	3
xii	The syllabus of entrepreneurial education is up to date	27	115	8

The above table 8 shows the responses to the question to confirm if there is compulsory entrepreneurial education for all students in Nigerian higher institutions with up to date syllabus? It revealed that respondents strongly agreed that there is compulsory entrepreneurial education for all students in Nigerian higher institutions but only 18% strongly agreed that the syllabus is up to date while 2% were undecided on if there is compulsory entrepreneurial education for all students in Nigerian higher institutions and 44.7% of the total sample size strongly disagreed that there is compulsory entrepreneurial education for all students in Nigerian higher institutions while 76.7% strongly disagreed is up to date.

Table 9: The Mean of the responses to question3; to confirm compulsory entrepreneurial education for all students in institutions with up to date syllabus?

Responses	No of respondents	Percentage (%)
A	53	35.3%
UD	6	4%
D	91	60.7%
Total	150	100

The above table 9 shows the Mean responses to question 3; to confirm if there is compulsory entrepreneurial education for all students in Nigerian higher institutions with up to date syllabus? It revealed that 35.3% of the respondents agreed that there is compulsory entrepreneurial education for all students in Nigerian higher institutions with up to date while 4% were undecided and 60.7% of the total sample size disagreed.

Table 10: Responses to question 4; to confirm if the university classrooms stimulate creativity necessary for entrepreneurial in the students?

S/N	Questions	Yes	No	'Don't Know
	• Confirm if the university classrooms stimulate creativity necessary for entrepreneurial in the students? 44.6%			
iii.	Quality education has significant relationship with being a successful entrepreneur	97	49	4
iv.	Entrepreneurial education will improve organizational productivity through accountability	37	103	10

Table 11: The Mean of the responses to question 4; to confirm if the university classrooms stimulate creativity necessary for entrepreneurial in the students?

Responses	No of respondents	Percentage (%)
A	67	44.6%
UD	7	4.7%
D	76	50.7%
Total	150	100

Table 11 shows the Mean responses to question 4; to confirm if the university classrooms stimulate creativity necessary for entrepreneurial nosiness in the students? It revealed that 44.6% of the farmers' respondents entrepreneurial in the students while 4.7% were undecided and 50.7% of the total sample size disagreed.

Hypothesis Testing

H₀: Entrepreneurial education cannot serve as a useful tool for reducing unemployment in Nigeria

H₁: Entrepreneurial education can serve as a useful tool for reducing unemployment in Nigeria.

Question 1 from table 4.04 revealed that 109 (72.7%) respondents strongly agreed that entrepreneurial education can serve as a tool for reduction of unemployment in Nigeria (Niger Delta).

Response	O	E	O-E	(O-E) ²	(O-E) ² /E
SA	109	30	79	6214	20713
A	16	30	-14	196	6.43
UD	4	30	-26	676	2253
D	2	30	0	0	0
SD	19	30	0	0	0
TOTAL	150		-		236.09

$$X^2 = (O-E)^2/E = 236.09$$

Level of significance is 5% = 0.05.

At 5% (0.05) level of significance. Computation of degree of freedom.

$Df = (R-1) (C-1)$. R represents the number of rows in the chi-square table above minus one; while C represents the number of columns in the chi-square table minus one.

$(5-1) (2-1)$

$$4 \times 1 = 4$$

At 5% significant level for the degree of freedom, the critical value of chi-square is 11.4

Decision Rule and Interpretation

Since the calculated chi-square value of 236.09 is higher than square critical value of 11.4, we simply reject the null hypothesis (H_0) and accept the alternative hypothesis.

CONCLUSION

The research shows that part of the significant reasons for the lower motivation of Nigerian graduates towards entrepreneurial education generally is: Incapability of the Government to enforce entrepreneurial education as a compulsory course in all higher institutions, and out-dated syllabus. Lack of educational centres for learning and improving issues within entrepreneurship like knowledge and information about different markets.

It is possible to produce more entrepreneurs in Nigeria if the tertiary Institutions can provide adequate instruction and creative inspiration for entrepreneurship, the possibility of choosing an entrepreneurial career might increase among young people. This is crucial in economies that are as open as Nigeria's economy.

We see that the possibility of raising entrepreneurial interest in students is a crucial embankment the Nigerian educational policies should integrate. The systems of education in Nigeria should be elevated beyond ability to read and write, to ability to create, build, rebuild and maintain systems and structures, as these are critical ingredients of an entrepreneur's mind

We cannot overemphasize the need for the government to boost funding for the tertiary institutions in order for facilities and adequate education to be done in the tertiary institutions. However, it is crucial for the tertiary institutions to have a conscientious goal towards developing entrepreneurs. The system of recruiting lecturers should be focused on this need as lecturing is fast becoming a form of employment, rather than a need to impact the rising generation of youths.

According to our results, policy makers and educators at tertiary institutions might encourage self-employment by improving entrepreneurial objectives, attitudes, and entrepreneurial self-efficacy in management, finance and marketing.

Recommendations

We have to recognize that the effect of education supersedes education itself and goes on to forming an ideology, and creating a concept in the minds of the learner subconsciously to build a future that inadvertently creates a new environment:

- The syllabus of entrepreneurial education should be updated in all tertiary institutions;
- All tertiary institutions in Nigeria should be mandated by policy to pattern their entrepreneurship development and entrepreneurial education after the model that works

out creativity in the students and not just theoretical practices of entrepreneurial development;

- Lecturers should have field and industry experience in the fields which they profess to be experts, as theoretical experiences and ideology of the academia possibly reduces exposure to idealistic, rather than realistic perspectives;
- There should be a working partnership between industry and the tertiary institutions. This could be encouraged if the government would give incentives such as tax returns or tax cuts for every organization that involves in the partnership;
- Government should create a friendly or an enabling environment for entrepreneurship and consumer goods to boost the economy;
- The government should strategize how public institutions can become an entrepreneurial development hub, rather than create more institutions that would increase overhead and bring little or no solution, and for the government to concentrate on the results of education, rather than the counts of the educated;
- Parents should cultivate entrepreneurial mind-set in their children because Parents play a "huge influence in determining a child's work, ethic and habits. However, entrepreneurial education should be introduce to students at early age to enable the young ones understand the economics of life in the early stage of life, prepare their mind for survival, and be able to contribute to socio-economic development of their immediate environment and beyond.

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